

**Trinity Area School District
Curriculum Mapping**

Course: Journalism I Grade: 9-12	Overview of Course: This is a one semester course in the history, reporting, and writing of news, feature, entertainment, editorial, opinion and sports articles. Students will conduct extensive interviews and learn the Associated Press style of writing. The responsibilities of the media will be emphasized along with the laws and ethics of journalism. Students will study article examples from the professional press with an emphasis on newspaper reporting and style. Considerable writing and public speaking is required in this course. Upon successful completion of the course, students are encouraged to become staff members of the school newspaper, <i>The Hiller</i> . This course is open to 9 th , 10 th , 11 th , and 12 th grade students.
---	--

Overarching Big Ideas, Enduring Understandings, and Essential Questions
(These “spiral” throughout the entire curriculum.)

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Written Expression	<p>CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11-12.D: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.E: Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style <p>CC.1.4.11-12.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>The writing process is essential to all aspects of effective communication</p> <p>Effective writing requires factual accuracy, proper grammar, and appropriate language</p>	<p>What is the most effective method of writing, revising, and editing?</p> <p>How do sentence structure, word choice, and grammar affect meaning?</p>

	<p>CC.1.4.11-12.K: Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style. <p>CC.1.4.11-12.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p>		
Communication	<p>CC.1.5.11-12.B: Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11-12.C: Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11-12.D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11-12E: Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11-12.G: Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content</p>	Interviewing must be verifiable, factual, and unbiased	<p>How do journalists conduct successful interviews to gather information?</p> <p>Why is a variety of sources better than a single source?</p>
Cooperation and Collaboration	<p>CC.1.4.11-12.U: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	Interpersonal and intrapersonal skills are essential to effective collaboration and communication	How do student journalists work together to achieve common goals?

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
 (These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
August/September and January/February	Laws and Ethics of Journalism Surveying	Laws and ethics Communication Written expression Cooperation and Collaboration	CC.1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. CC.1.2.11-12.C: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11-12.D: Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11-12.E: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11-12.F: Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.G: Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H: Analyze	The Code of Ethics and laws of journalism govern journalism practices Supreme Court Cases altered students’ First Amendment rights Interviewing must be verifiable, factual, and unbiased The writing process is essential to all aspects of effective communication Effective writing requires factual accuracy, proper grammar, and appropriate language Interpersonal and intrapersonal skills are essential to effective collaboration and communication	How do people deal with ethical and legal issues? How is legal precedence established regarding First Amendment issues? How do journalists conduct successful interviews to gather information? Why is a variety of sources better than a single source? What is the most effective method of writing, revising, and editing? How do sentence structure, word choice, and grammar affect meaning? How do student journalists work together to achieve common goals?	Chapter 2 outline Chapter 2 quiz Code of Ethics poster project Free speech testimonial writing assignment and presentation Survey assignment Chapter 5 Outline Chapter 5 quiz	<i>Journalism Matters</i> <i>The Observer Reporter</i> <i>The Hiller newspaper</i> <i>The AP Manual of Style</i> Microsoft Word Reporter’s notebooks First Amendment of the Constitution

			<p>seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11-12.I: Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features</p> <p>CC.1.2.11-12.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11-12.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11-12.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and</p>			
--	--	--	--	--	--	--

			<p>multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11-12.D: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.E: Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.• Establish and maintain a formal style <p>CC.1.4.11-12.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.K: Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.• Establish and maintain a formal style. <p>CC.1.4.11-12.L: Demonstrate a grade appropriate command of the conventions</p>			
--	--	--	---	--	--	--

		<p>of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.11-12.M: Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11-12.O: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11-12.P: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11-12.Q: Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none">• Use parallel structure.• Use various types of phrases and clauses to convey specific meanings and add variety and interest.• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11-12.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.T: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p>				
--	--	---	--	--	--	--

			<p>approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11-12.V: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11-12.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11-12.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11-12.B: Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the</p>			
--	--	--	--	--	--	--

			<p>credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11-12.C: Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11-12.D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11-12.E: Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11-12.G: Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content</p>				
--	--	--	---	--	--	--	--

<p>October/ February and March</p>	<p>Feature Story Writing</p> <p>Surveying</p> <p>News Story Writing</p>	<p>Human experience</p> <p>World affairs</p> <p>Written Expression</p> <p>Communication</p> <p>Cooperation and Collaboration</p>	<p>CC.1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.E: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11-12.F: Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.G: Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H: Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness</p>	<p>Feature stories convey and express the human experience</p> <p>News stories chronicle world affairs</p> <p>Different journalistic styles of reporting and writing are required to best represent different types of stories</p> <p>The writing process is essential to all aspects of effective communication</p> <p>Effective writing requires factual accuracy, proper grammar, and appropriate language</p> <p>Interviewing must be verifiable, factual, and unbiased</p> <p>Interpersonal and intrapersonal skills are essential to</p>	<p>How is our understanding of individuals constructed through and by language and written expression?</p> <p>How is our understanding of culture and society constructed through and by language and written expression?</p> <p>How does understanding specific journalistic formats impact a writer's ability to effectively communicate?</p> <p>What is the most effective method of writing, revising, and editing?</p> <p>How do sentence structure, word choice, and grammar affect meaning?</p> <p>How do journalists conduct successful interviews to gather information?</p> <p>Why is a variety of sources better than a single source?</p> <p>How do student journalists work together to achieve</p>	<p>Chapter 10 outline</p> <p>Chapter 10 quiz</p> <p>Feature article interview</p> <p>Feature article assignment sheet</p> <p>Feature article</p> <p>Chapter 6 outline</p> <p>Chapter 6 quiz</p> <p>News article interview</p> <p>News article assignment sheet</p> <p>News article</p> <p>Survey assignment</p>	<p><i>Journalism Matters</i></p> <p><i>The Observer Reporter</i></p> <p><i>The Hiller newspaper</i></p> <p><i>The AP Manual of Style</i></p> <p>Microsoft Word</p> <p>Reporter's notebooks</p>
--	---	---	--	--	---	---	--

			<p>level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11-12.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11-12.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.E: Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11-12.F: Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11-12.D: Organize complex ideas, concepts, and</p>	<p>effective collaboration and communication</p>	<p>common goals?</p>		
--	--	--	---	---	-----------------------------	--	--

			<p>information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.E: Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.• Establish and maintain a formal style <p>CC.1.4.11-12.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.G: Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11-12.H: Write with a sharp distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none">• Introduce the precise, knowledgeable claim. <p>CC.1.4.11-12.I: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>			
--	--	--	--	--	--	--

			<p>CC.1.4.11-12.J: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11-12.K: Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.• Establish and maintain a formal style. <p>CC.1.4.11-12.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.11-12.Q: Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none">• Use parallel structure.• Use various types of phrases and clauses to convey specific meanings and add variety and interest.• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11-12.R: Demonstrate a grade appropriate command of the conventions</p>			
--	--	--	--	--	--	--

		<p>of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.11-12.T: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11-12.V: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11-12.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11-12.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.11-12.A: Initiate and</p>				
--	--	--	--	--	--	--

			<p>participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11-12.B: Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11-12.E: Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11-12.G: Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content</p>			
--	--	--	---	--	--	--

<p>November/ March and April</p>	<p>Review writing</p> <p>Surveying</p> <p>Sports Writing</p>	<p>Culture</p> <p>Observation</p> <p>Written Expression</p> <p>Communication</p> <p>Cooperation and Collaboration</p>	<p>CC.1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11-12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11-12.C: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11-12.E: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11-12.F: Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11-12.G: Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11-12.H: Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11-12.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness</p>	<p>Entertainment stories inform individuals about pop culture</p> <p>Sport journalists observe and document the athletic world</p> <p>Different journalistic styles of reporting and writing are required to best represent different types of stories</p> <p>The writing process is essential to all aspects of effective communication</p> <p>Effective writing requires factual accuracy, proper grammar, and appropriate language</p> <p>Interviewing must be verifiable, factual, and unbiased</p> <p>Interpersonal and</p>	<p>How is our understanding of the entertainment industry constructed through and by language and written expression?</p> <p>How is our understanding of athletics constructed through and by language and written expression?</p> <p>How does understanding specific journalistic formats impact a writer's ability to effectively communicate?</p> <p>What is the most effective method of writing, revising, and editing?</p> <p>How do sentence structure, word choice, and grammar affect meaning?</p> <p>How do journalists conduct successful interviews to gather information?</p> <p>Why is a variety of sources better than a single source?</p> <p>How do student journalists work</p>	<p>Chapter 10 outline</p> <p>Chapter 10 quiz</p> <p>Review article assignment sheet</p> <p>Review article notes</p> <p>Review article</p> <p>Chapter 13 outline</p> <p>Chapter 13 quiz</p> <p>Sports article interviews</p> <p>Sports article assignment sheet</p> <p>Sports article</p> <p>Survey assignment</p>	<p><i>Journalism Matters</i></p> <p><i>The Observer Reporter</i></p> <p><i>The Hiller newspaper</i></p> <p><i>The AP Manual of Style</i></p> <p><i>The Lord of the Rings: The Fellowship of the Rings</i> film</p> <p>Excerpt from <i>The Lord of the Rings: The Fellowship of the Rings</i> by J.R.R. Tolkien</p> <p>Microsoft Word</p> <p>Reporter's notebooks</p>
--	--	--	--	--	--	---	--

			<p>level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11-12.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11-12.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11-12.D: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.E: Write with an</p>	<p>intrapersonal skills are essential to effective collaboration and communication</p>	<p>together to achieve common goals?</p>		
--	--	--	---	---	---	--	--

			<p>awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.• Establish and maintain a formal style <p>CC.1.4.11-12.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.K: Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.• Establish and maintain a formal style. <p>CC.1.4.11-12.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.11-12.Q: Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none">• Use parallel structure.• Use various types of phrases and clauses to convey specific meanings and add variety and interest.• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.			
--	--	--	--	--	--	--

			<p>CC.1.4.11-12.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.11-12.T: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11-12.V: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11-12.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11-12.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific</p>			
--	--	--	--	--	--	--

			<p>tasks, purposes and audiences.</p> <p>CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11-12.B: Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11-12.E: Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11-12.G": Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content</p>				
--	--	--	---	--	--	--	--

<p>December/ April and May</p>	<p>Editorial writing Surveying</p>	<p>Perspective</p> <p>Written Expression</p> <p>Communication</p> <p>Cooperation and Collaboration</p>	<p>CC.1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11-12.C: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.E: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11-12.F: Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11-12.G: Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. CC.1.2.11-12.H: Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11-12.J: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness</p>	<p>Subjective articles should be supported by factual evidence</p> <p>Different journalistic styles of reporting and writing are required to best represent different types of stories</p> <p>The writing process is essential to all aspects of effective communication</p> <p>Effective writing requires factual accuracy, proper grammar, and appropriate language</p> <p>Interviewing must be verifiable, factual, and unbiased</p> <p>Interpersonal and intrapersonal skills are essential to effective collaboration and communication</p>	<p>What is a purpose of an editorial?</p> <p>What makes an opinion valid?</p> <p>How does understanding specific journalistic formats impact a writer's ability to effectively communicate?</p> <p>What is the most effective method of writing, revising, and editing?</p> <p>How do sentence structure, word choice, and grammar affect meaning?</p> <p>How do journalists conduct successful interviews to gather information?</p> <p>Why is a variety of sources better than a single source?</p> <p>How do student journalists work together to achieve common goals?</p>	<p>Chapter 12 outline</p> <p>Chapter 12 quiz</p> <p>Editorial article assignment sheet</p> <p>Editorial article notes</p> <p>Editorial article</p> <p>Survey assignment</p>	<p><i>Journalism Matters</i></p> <p><i>The Observer Reporter</i></p> <p><i>The Hiller newspaper</i></p> <p><i>The AP Manual of Style</i></p> <p>Microsoft Word</p> <p>Reporter's notebooks</p>
--	---	---	--	--	---	---	--

			<p>level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11-12.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11-12.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11-12.D: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.E: Write with an</p>			
--	--	--	---	--	--	--

			<p>awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.• Establish and maintain a formal style <p>CC.1.4.11-12.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.I: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11-12.J: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11-12.K: Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• Use precise language, domain specific vocabulary,			
--	--	--	---	--	--	--

			<p>and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <ul style="list-style-type: none">• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.• Establish and maintain a formal style. <p>CC.1.4.11-12.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.11-12.N: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11-12.Q: Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none">• Use parallel structure.• Use various types of phrases and clauses to convey specific meanings and add variety and interest.• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11-12.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.T: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11-12.V: Conduct short as well as more sustained research projects to answer a question (including a self-</p>			
--	--	--	--	--	--	--

			<p>generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11-12.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11-12.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11-12.B: Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11-12E: Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.F: Make</p>				
--	--	--	---	--	--	--	--

			<p>strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11-12.G: Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content</p>				
--	--	--	--	--	--	--	--

<p>January/ May and June</p>	<p>Surveying Newspaper production</p>	<p>Creative Expression Written Expression Communication Cooperation and Collaboration</p>	<p>CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11-12.D: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11-12.E: Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p>Journalistic design is governed by stylistic principles Journalistic design relies on creativity for continuing interest The writing process is essential to all aspects of effective communication Effective writing requires factual accuracy, proper grammar, and appropriate language Interviewing must be verifiable, factual, and unbiased Interpersonal and intrapersonal skills are essential to effective collaboration and communication</p>	<p>Why are stylistic principles important? How can layout choices impact content? What is the most effective method of writing, revising, and editing? How do sentence structure, word choice, and grammar affect meaning? How do journalists conduct successful interviews to gather information? Why is a variety of sources better than a single source? How do student journalists work together to achieve common goals?</p>	<p>Survey assignment Newspaper project</p>	<p><i>Journalism Matters</i> <i>The Observer Reporter</i> <i>The Hiller newspaper</i> <i>The AP Manual of Style</i> Microsoft Word Reporter's notebooks Microsoft Publisher</p>
--------------------------------------	--	---	--	--	--	---	---

			<ul style="list-style-type: none">• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.• Establish and maintain a formal style <p>CC.1.4.11-12.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.K: Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.• Establish and maintain a formal style. <p>CC.1.4.11-12.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.11-12.T: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>			
--	--	--	---	--	--	--

			<p>CC.1.4.11-12.U: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11-12.V: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11-12.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11-12.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11-12.B: Integrate multiple sources of information presented in diverse formats and media</p>			
--	--	--	--	--	--	--

			<p>(e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11-12E: Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11-12.G: Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content</p>				
--	--	--	--	--	--	--	--